DOCUMENT RESUME

ED 413 833 HE 030 738

AUTHOR Ratcliff, James L.
TITLE FIPSE Program To Promote Exchange of Future Leaders in European and American Higher Education.
INSTITUTION Pennsylvania State Univ., University Park. Center for the Study of Higher Education.; Syracuse City School District, NY.; Twente Univ., Enschede (Netherlands). Center for Higher Education Policy Studies.; Open Univ., London (England). Quality Support Centre.
SPONS AGENCY Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE 1996-09-30
NOTE 21p.
CONTRACT P116J30013
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Cooperation; Cooperative Planning; Cross Cultural Training; Educational Policy; Foreign Countries; Foreign Students; *Graduate Study; Higher Education; *International Education; *International Educational Exchange; International Programs; Political Influences; Student Exchange Programs; *Study Abroad; Universities
IDENTIFIERS England; *Europe; Netherlands; Syracuse University NY

ABSTRACT

This report describes a joint project among two U.S. universities, a university in the Netherlands, and one in London, England, designed to prepare U.S. students of higher education policy with an understanding, appreciation, and analytic knowledge of the effect of the unification of Europe on higher education policy, as well as give European students who choose to specialize their policy research studies in the area of higher education policy an enhanced understanding of the relevant research, practice, and experience of American higher education. The program consists of seminars, workshops, and advanced graduate study in European and American higher education policy. The institutions work collaboratively to exchange researchers, faculty, students, and scholarly or pedagogical materials, and to develop joint research or technical assistance/training activities. The report notes that students who participated in the program spoke highly of the exchange opportunity. However, one challenge still to be faced are differing European and American purposes; the American institutions emphasize opportunity to study abroad, while the European emphasis is on distance education. (Author/JLS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HE

FIPSE PROGRAM TO PROMOTE EXCHANGE OF FUTURE LEADERS IN EUROPEAN AND AMERICAN HIGHER EDUCATION

ED 413 833

Grantee Organization:

Center for the Study of Higher Education
The Pennsylvania State University
403 South Allen Street, Suite 104
University Park, PA 16801

Grant Number:

P116J30013

Project Dates:

Starting Date: 10/01/93
Ending Date: 9/30/96
Number of Months: 36

Project Director:

James L. Ratcliff
Professor and Director
Center for the Study of Higher Education
The Pennsylvania State University
University Park, PA 16801
Telephone: (814) 865-6346

FIPSE Program Officer(s):

Charles Story

Grant Award:

Total: $90,000.

HE 030 738

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Summary

The Center for the Study of Higher Education (CSHE) at the Pennsylvania State University (PSU), and the Higher Education Program at Syracuse University (HEP/SU), jointly developed with the Center on Higher Education Policy Studies (CHEPS) at the University of Twente (UT) in the Netherlands, and the Quality Support Centre at the Open University (QSC/OU) in the United Kingdom, a program of seminars, workshops, and advanced graduate study in European and American higher education policy. This program is designed to prepare American students of higher education policy with an understanding, appreciation and analytic knowledge of the effect of the unification of Europe on higher education policy, as well as European students who choose to specialize their policy research studies in the area of higher education policy with an enhanced understanding of the relevant research, practice and experience of American higher education. The institutions work collaboratively to exchange researchers, faculty, students, and scholarly or pedagogical materials, and to develop joint research or technical assistance/training activities.

James L. Ratcliff
Professor and Director
Center for the Study of Higher Education
The Pennsylvania State University
University Park, PA 16801
Telephone: (814) 865-6346

Title: FIPSE Program to Promote Exchange of Future Leaders in European and American Higher Education

Title: FIPSE Program to Promote Exchange of Future Leaders in European and American Higher Education

Center for the Study of Higher Education
The Pennsylvania State University
403 South Allen Street, Suite 104
University Park, PA 16801
Dr. James L. Ratcliff
(814) 865-6346

A. Project Overview

The Center for the Study of Higher Education (CSHE) at the Pennsylvania State University (PSU), together with the Higher Education Program at Syracuse University (HEP/SU), jointly developed with the Center on Higher Education Policy Studies (CHEPS) at the University of Twente (UT) in the Netherlands, and the Quality Support Centre at the Open University (QSC/OU) in the United Kingdom, a program of seminars, workshops, and advanced graduate study in European and American higher education policy. Each partner in this collaborative project is an outstanding leader in its field and its respective country. All have substantial evidence and experience in prior cooperation and exchange; all have been involved in prior studies and scholarship regarding European higher education, comparative studies and quality assurance policies germane to higher education within the European community. Penn State and its partners have used FIPSE support to substantially enhance and formalize these relationships through the establishment of a program of advanced seminars, workshops and courses of study designed to prepare American students of higher education policy with an understanding, appreciation and analytic knowledge of the effect of the unification of Europe on higher education policy. The program has also provided Europeans who choose to specialize their policy research studies in the area of higher education policy with an enhanced understanding of the relevant research, practice and experience of American higher education.

B. Purpose

The cooperation evidenced in the background section showed it was time to develop the collaboration more fully and formally. The aim of the Higher Education Collaboration Project is:

> *the development and implementation of a joint US-European program of graduate studies in higher education of such standing and quality as to draw international recognition, to attract outstanding students and staff over and beyond the institutions cooperating in the development of the project.*

The partners in this Collaboration Project recognize that such an aim requires a long-term commitment to the joint development of courses, seminars, workshops and other forms of advanced graduate study. The partner institutions built upon their existing basis for cooperation, the first experiences in joint planning and curriculum development, followed by the exchange of graduate students, and the expertise of Penn State and the Open University in using open and distance education to broaden the access to such programs and studies.

C. Background and Origins

Higher education as a field of study is well-established in the United States. There are over 100 graduate degree programs in the U.S., according to the current directory of the Association for the Study of Higher Education (ASHE). Such programs do not currently exist in the member-states of the European Community (EC). However, unification, concerns for quality, cost-containment, and innovation in higher education have spawned research in the field. Formed in 1989, the European Association for Institutional Research (EAIR) consists of over 700 higher education specialists from across Europe concerned with ministerial and institutional studies of

higher education operations. Also established in 1989, the Consortium of Higher Education Researchers (CHER) has 93 academic researchers devoted to the study of higher education policy and practice in Europe. The secretariat of both EAIR and CHER are housed at the CHEPS in the Netherlands. In the United Kingdom, higher education studies have been firmly established through the Society for Research in Higher Education (SRHE) with over 600 members and a distinguished series of monographs and publications offered in conjunction with the Open University. Additionally, CHEPS and CHER have been actively involved in the development of research and leadership in both western, and in central and eastern Europe through the development of the European Higher Education Advanced Training Course, partly subsidized by the EC TEMPUS program (JEP 0824).

Before the reception of this grant the persons and organizations involved in the project developed several formal and informal cooperative efforts to develop transatlantic links in the study of higher education and to respond to the needs mentioned previously for greater understanding and information exchange. Each organization proposed its principal as the key liaison for the FIPSE Higher Education Collaboration Project.

D. Project Descriptions

Joint meetings of the participants (Penn State, Open University, University of Twente, and University of North Carolina @ Chapel Hill) were held in August and October 1994. In order to protect students who participate in this new graduate student exchange program and to insure that the common agreements lead to an on-going program of graduate student exchange, we developed Memorandums of Understanding that are signed by the appropriate institutional administrators. These bilateral agreements between each United States higher education institution and its European counterpart outline the major points that we agree are important. Beginning in the Fall of 1994, each institution exchanged graduate students per year on a quid-pro-quo basis. Penn State and University of North Carolina require us to maintain an evenly balanced exchange from year to year with the possibility for imbalances to be carried forward from one year to the next. The office responsible for administering the exchange at each university assisted its guest students in making advance arrangements for the acquisition of standard accommodations (i.e., room and board). However, participants in this exchange are personally responsible for all personal and living expenses. On a broader level, these MOUs state that we will work together to exchange researchers, faculty, students, and scholarly or pedagogical materials, and to develop joint research or technical assistance/training activities.

The appropriate faculty at Penn State and the University of North Carolina have reviewed the materials describing the coursework and research experiences offered at the University of Twente and the research underway at the Open University. The ERASMUS program booklet describes courses that are offered every spring in English for students with an interest in policy analysis. The Center for Higher Education Policy Studies (CHEPS) at the University of Twente and the Quality Support Center (QSC) at the Open University offer an array of formal research projects that involves teams of staff members working together on many international, comparative projects. All of this information has also been shared with student applicants so that they can better determine where and what they would like to accomplish at a particular institution. Both institutions also offer unique opportunities for higher education research, independent studies, and practicum which are being incorporated into the exchange program. As per agreement between faculty at Penn State and the University of North Carolina, the courses offered at the University of Twente count for academic credit at the home institution, and students at Penn State register for special topic courses that will carry course titles. Students also received credits for the appropriate research or internship experiences. Faculty will determine the appropriate number of credits to be awarded based upon the number of hours a student will work on a research project or coursework.

E. Evaluation/Project Results

All prospective students who chose to study abroad completed several items as part of the application process: a current resume, a letter of nomination from their current graduate faculty adviser, an essay which describes why they wish to study at a particular institution and what outcomes they hope to achieve, and a copy of their research proposal. This information helps us identify the appropriate faculty mentor with expertise in the student's research area at the host university. Students from outside Penn State or the University of North Carolina sent us copies of the transcripts of all academic work completed. These students applied to Penn State as provisional students so they could enroll for Penn State credits and receive official transcripts of their completed work.

Students who did participate spoke highly of the exchange, citing such things as increased research skills, a broader world view, better insight into what other nations face in higher education and an increased awareness of the difficulty in collaboration with other cultures and languages. Other positive outcomes included the development of good working relations with new colleagues, increased self-esteem, and more empathy for fellow foreign students. The personal sacrifices and financial challenges were worth the experience for the student participants. The exchanges allowed them to conduct thesis research in some cases, and to clarify interests and strengthen abilities in others.

A Penn State visiting scholar at the University of Twente and CHEPS during Spring 1994 semester met with prospective graduate exchange students there and advised them about graduate study in the United States, and upon his return he held an information/recruitment session for students in Higher Education at Penn State. In addition, the Director from the University of Twente was a visiting researcher for three months at Penn State University in the Center for the Study of Higher Education. He met with prospective United States graduate student applicants and made a presentation to the faculty and staff of Penn State's Program in Higher Education in Spring 1994. His visit was supported by financial resources allocated from each partner's institution created to sustain a regular exchange of faculty between our institutions for the purposes of teaching or conducting research. Dr. Jones visited with the public administration leaders and faculty at the University of Twente in January.

F. Summary and Conclusions

One of the major challenges we continued to face as a group are the two different purposes associated with the FIPSE and European Union (EU) grants. FIPSE and thus our project's main purpose was to develop agreements between the four partner institutions so that United States graduate students have the opportunity to study abroad, providing students with an opportunity to live in another culture while they further develop their academic and leadership skills. However, the main emphasis of the EU grant is on distance education. The University of Twente and Open University have developed an implementation plan and feasibility study for one academic module. We plan to collaborate together upon this initiative although the nature. Another challenge continued to be the availability of funds for graduate students to study abroad.

Student interest continues to grow, and past student and faculty experience suggest the exchange is worthwhile for all concerned. As recruitment and dissemination continue, other students and researchers may participate in this international exchange this coming year.

A. Project Overview

The Center for the Study of Higher Education (CSHE) at the Pennsylvania State University (PSU), together with the Higher Education Program at Syracuse University (HEP/SU), jointly developed with the Center on Higher Education Policy Studies (CHEPS) at the University of Twente (UT) in the Netherlands, and the Quality Support Centre at the Open University (QSC/OU) in the United Kingdom, a program of seminars, workshops, and advanced graduate study in European and American higher education policy. Each partner in this collaborative project is an outstanding leader in its field and its respective country. All have substantial evidence and experience in prior cooperation and exchange; all have been involved in prior studies and scholarship regarding European higher education, comparative studies and quality assurance policies germane to higher education within the European community. Penn State and its partners have used FIPSE support to substantially enhance and formalize these relationships through the establishment of a program of advanced seminars, workshops and courses of study designed to prepare American students of higher education policy with an understanding, appreciation and analytic knowledge of the effect of the unification of Europe on higher education policy. The program has also provided Europeans who choose to specialize their policy research studies in the area of higher education policy with an enhanced understanding of the relevant research, practice and experience of American higher education.

In this section, we present and describe the major activities that we have completed and the set of events that we anticipate to complete. This report includes updates on the progress of all of our partners including the University of North Carolina as well as the University of Twente and the Open University funded by the European Union's (EU) on Human Resources, Education, Training, and Youth.

As the Professor in Charge of the Higher Education Program, Dr. James Fairweather

joined the FIPSE/EU planning group during the 1995-96 academic year. During this time Dr. Elizabeth Jones continued to administer the FIPSE grant while academic concerns related to the grant program were assumed by Dr. Fairweather and Ms. Trudi Hill, Secretary to the Higher Education Program. Dr. James L. Ratcliff remains project director. During the second year of our project, we have made further progress on several of our goals. We developed specific contractual agreements of understanding between the institutions that ensures students will receive the appropriate credits from completed coursework, internships, or research experiences. We have also designed and implemented recruitment methods to reach hundreds of potential students who may wish to participate in this program. We have identified the criteria for selection and developed special mechanisms to help students make the adjustment to a new environment. We have also discussed several future academic programmatic goals that will build upon this existing project in an attempt to maintain and expand this project once support from FIPSE has ended. During the third year of the project (no-cost extension), an additional three students participated in the program: Susan Campbell, Marcia Clarke-Yapi, and Barbara Gibson-Benninger. Still more students have recently expressed an interest in this opportunity for the coming year.

B. Purpose

The cooperation evidenced in the background section showed it was time to develop the collaboration more fully and formally. The aim of the Higher Education Collaboration Project is:

> *the development and implementation of a joint US-European program of graduate studies in higher education of such standing and quality as to draw international recognition, to attract outstanding students and staff over and beyond the institutions cooperating in the development of the project.*

The partners in this Collaboration Project recognize that such an aim requires a long-term commitment to the joint development of courses, seminars, workshops and other forms of advanced graduate study. The partner institutions built upon their existing basis for cooperation, the first experiences in joint planning and curriculum development, followed by the exchange of graduate students, and the expertise of Penn State and the Open University in using open and distance education to broaden the access to such programs and studies.

During the first year the objective was to identify courses, seminars and advanced research activities offered by each member of the consortium that would be of interest to students at the other member institutions. Representatives of each institution identified the aspects of the higher education and comparative education curriculum of potential interest to graduate students. Enrollment, prerequisites, course content, sequence in the program of study and evaluation were discussed. Also discussed were strategies to recruit students, publicize the opportunity, and criteria for making decisions about which students participate. An interinstitutional agreement among consortium members was reached.

The second year continued to build the collaboration with the recruitment of additional students and the joint work on additional projects. Recruitment efforts were enhanced. The third year yielded additional student participation and exchange between the QSC, CHEPS, and Penn State.

C. Background and Origins

Higher education as a field of study is well-established in the United States. There are over 100 graduate degree programs in the U.S., according to the current directory of the Association for the Study of Higher Education (ASHE). Such programs do not currently exist in the member-states of the European Community (EC). However, unification, concerns for quality,

cost-containment, and innovation in higher education have spawned research in the field. Formed in 1989, the European Association for Institutional Research (EAIR) consists of over 700 higher education specialists from across Europe concerned with ministerial and institutional studies of higher education operations. Also established in 1989, the Consortium of Higher Education Researchers (CHER) has 93 academic researchers devoted to the study of higher education policy and practice in Europe. The secretariat of both EAIR and CHER are housed at the CHEPS in the Netherlands. In the United Kingdom, higher education studies have been firmly established through the Society for Research in Higher Education (SRHE) with over 600 members and a distinguished series of monographs and publications offered in conjunction with the Open University. Additionally, CHEPS and CHER have been actively involved in the development of research and leadership in both western, and in central and eastern Europe through the development of the European Higher Education Advanced Training Course, partly subsidized by the EC TEMPUS program (JEP 0824).

The tendency among higher education researchers in Europe has been to look toward the USA because of its longer and more established tradition of higher education research. Also, Europeans have been interested in American higher education research deemed particularly relevant; these include studies of student retention and time to degree, evaluation and accreditation processes and studies of educational quality. On the other hand, American higher education leaders and researchers have become increasingly interested in the developments in European higher education. European researchers traditionally have examined higher education from the vantage of national and state educational policy. With the establishment of the National Educational Goals in the U.S., the current interest in reforming the U.S. system of student financial aid, and the establishment of apprenticeship programs to ease the transition from college to work (and vice versa), American researchers have found understanding the evolution and development of European systems of increasing importance. Furthermore, as the U.S. considers

entering into a North American Free Trade Association with Canada and Mexico, it will want to examine the educational implications that an economic common market in the EC held for the preparation of expertise and the advancement of knowledge in each of the EC member states. Such interest was manifest through the recent focus on globalization of higher education in the annual meeting of the American Council on Education (ACE), the planned international initiatives of the American Association of Colleges (AAC) and the American Association for Higher Education (AAHE). CSHE and its National Center on Postsecondary Teaching, Learning and Assessment (NCTLA) have been actively involved in research pertaining to the National Educational Goals and the international initiatives of ACCE, AAHE, the National Educational Goals Panel, the National Center for Educational Statistics, and the Office of Educational Research and Improvement of the U.S. Department of Education. Students at CSHE and NCTLA have actively participated in the AAHE activities, the International Working Conference sponsored by CSHE, CHEPS and the former Council for National Academic Awards (CNAA) in the United Kingdom. Thus, there is a great mutual interest in higher education research, leadership and exchange between European Community member states and the U.S.A., and the institutional partners in this project, CSHE, CHEPS, HEP and QSC have been instrumental in such linkages and networks.

Before the reception of this grant the persons and organizations involved in the project developed several formal and informal cooperative efforts to develop transatlantic links in the study of higher education and to respond to the needs mentioned previously for greater understanding and information exchange. Among these, the following activities highlight this close working relationship among the project partners

- three two-day international working conferences on comparative studies of higher education quality assurance and assessment mechanisms. The first was held in Washington D.C., hosted by the CSHE and NCTLA; leaders, policy analysts and

researchers from 14 countries and from U.S. state, federal and institutional offices participated; a Proceedings was published by CSHE of papers and presentations. The second meeting was held in Edinburgh, Scotland sponsored by CHEPS and CSHE and it resulted in the establishment of goals for four international comparative studies as well as a formal set of Proceedings printed by CSHE. A third meeting was hosted by the then Quality Support Group of the CNAA, now reconstituted as the Quality Support Centre of the Open University. CSHE, CHEPS and Syracuse University participated in this meeting. The joint planning of these meetings by the partners in the project demonstrated their ability, interest and commitment to work together in exchanges of faculty and research.

- CSHE and CHEPS exchanged graduate students and faculty as well, albeit on a limited basis due to constraints on time and money required to establish such programs. Michel van Buchen and Riekele Biljeveld of CHEPS each spent six months in residence as visiting scholars at CHEPS and Penn State. There were numerous short-term visits by Drs. Ratcliff and Terenzini of CSHE to CHEPS and Drs. van Vught, Maassen and Westerheijden to CSHE. Similarly, Mr. John Brennan and Ms. Tarla Shah (DSC) have visited CSHE, and Drs. Ratcliff and Tinto, as well as Ms. Stefanie Schwartz and Mr. Michael Nugent of CSHE have visited the offices of QSC. These again evidenced the interest of graduate students and faculty to develop and establish a formal and on-going exchange between the partners of the Higher Education Collaboration Project.

Leadership

Each organization proposed its principal as the key liaison for the FIPSE Higher Education Collaboration Project. Dr. James L. Ratcliff, director of the Center for the Study of Higher Education at Penn State directs the overall project and Dr. Elizabeth Jones coordinates

Penn State activities related to the project. Prof. dr. Frans van Vught, director of CHEPS, coordinates CHEPS/UT participation in the program. Dr. Vincent Tinto, professor of Education and Sociology, coordinates the project at Syracuse University. Mr. John Brennan, director of the Quality Support Centre of the Open University coordinates the program planning, exchanges and development for QSC/OU.

D. Project Descriptions

Meetings and Memorandums of Understanding (MOUs)

Joint meetings of the participants (Penn State, Open University, University of Twente, and University of North Carolina @ Chapel Hill) were held in August and October 1994. In order to protect students who participate in this new graduate student exchange program and to insure that the common agreements lead to an on-going program of graduate student exchange, we developed Memorandums of Understanding that are signed by the appropriate institutional administrators. These bilateral agreements between each United States higher education institution and its European counterpart outline the major points that we agree are important. Beginning in the Fall of 1994, each institution exchanged graduate students per year on a quid-pro-quo basis. Penn State and University of North Carolina require us to maintain an evenly balanced exchange from year to year with the possibility for imbalances to be carried forward from one year to the next. The office responsible for administering the exchange at each university assisted its guest students in making advance arrangements for the acquisition of standard accommodations (i.e., room and board). However, participants in this exchange are personally responsible for all personal and living expenses. On a broader level, these MOUs state that we will work together to exchange researchers, faculty, students, and scholarly or pedagogical materials, and to develop joint research or technical assistance/training activities.

Academic Program Developments

The appropriate faculty at Penn State and the University of North Carolina have reviewed the materials describing the coursework and research experiences offered at the University of Twente and the research underway at the Open University. The ERASMUS program booklet describes courses that are offered every spring in English for students with an interest in policy analysis. The Center for Higher Education Policy Studies (CHEPS) at the University of Twente and the Quality Support Center (QSC) at the Open University offer an array of formal research projects that involves teams of staff members working together on many international, comparative projects. All of this information has also been shared with student applicants so that they can better determine where and what they would like to accomplish at a particular institution. Both institutions also offer unique opportunities for higher education research, independent studies, and practicum which are being incorporated into the exchange program. As per agreement between faculty at Penn State and the University of North Carolina, the courses offered at the University of Twente count for academic credit at the home institution, and students at Penn State register for special topic courses that will carry course titles. Students also received credits for the appropriate research or internship experiences. Faculty will determine the appropriate number of credits to be awarded based upon the number of hours a student will work on a research project or coursework.

Recruitment and Publicity Initiatives

Drs. Elizabeth Jones, James Fairweather and James Ratcliff continue to engage in various recruitment efforts for the exchange program by sending brochures to Higher Education Programs as well as Public Policy and Adult and Distance Education Programs throughout the United States. An advertisement was placed in The Chronicle of Higher Education. They also presented information about the Program at various national conferences and spoke to students.

Approximately 30 potential graduate students expressed interest in the Program. Dr. James Fairweather conducted several internal dinners and discussion sessions to encourage Penn State students to participate in the project.

Each institution continues to publicize this new graduate student exchange program in their own way. Penn State's brochure describes the FIPSE/EU program in greater detail. It was mailed to several audiences including all graduate students enrolled in the College of Education at Penn State, department chairs of education related graduate programs at Penn State, all chairs of graduate public policy/public administration programs across the United States, members of the American Educational Research Association (AERA), and members of the Association for the Study of Higher Education (ASHE).

In continuing attempts to disseminate information about our new program to a wider national and international audience, Drs. Frans van Vught and James Ratcliff conducted various activities during this second year of the project. Higher education program chairs from across the United States attended and learned about the new graduate student exchange program. There was a great deal of interest among these academic leaders.

E. Evaluation/Project Results

Student Interest and Application to the Program

Admissions decisions were made in May and August for the students who commenced study in the Fall 1994 and Spring 1995 semesters, respectively. One Penn State University graduate student, Patricia Gregg, worked on research and took coursework at the Open University in Fall 1994 and Spring 1995. Ms. Gregg pursued research in the modularization of the course structure of English universities. A second Penn State graduate student, Stefanie Schwartz, worked on research related to her dissertation at the University of Twente in the Fall

1994 semester. Judith van Erp spent Fall 1994 semester at Penn State and pursued research on comparative higher education programs in Europe and the U.S. Two other University of Twente students visited Penn State in Spring 1995. Ineke Jenniskens, a 1990 graduate of the University of Twente conducted a comparative study on governmental influence on curriculum innovations in the Netherlands, England, France and Pennsylvania to investigate the impact of governmental steering on innovative behavior of higher education institutions, based on the types of steering instruments each government has used. Arne Schouwink, a second student from Twente, conducted research at Penn State to compare the technology-transfer from Twente University with the technology-transfer from Penn State University and the effect of "networking" on technology-transfer.

Most recently two Penn State students conducted research at CHEPS, and one at QSC during the summer of 1996. Susan Campbell examined engineering education in the Netherlands and Barbara Gibson-Benninger studied the mergers of the HBOs (professional/technical schools in the Netherlands) and their effect on the institutions involved. Marcia Clarke-Yapi looked at the way curricular structures interface with issues of institutional quality and access at the Open University. This special summer session was designed by Dr. Fairweather for interested students who were unable to live abroad during the school year.

The small student response to date is in part because of the expenses involved in temporarily living in another country. Prospective applicants are working on either a master's or doctoral degree in an educational field or in public policy. They are currently studying at Penn State, the University of North Carolina at Chapel Hill, the University of South Carolina, and the University of San Francisco. Beyond the costs of the exchange, however, lie the very real difficulties in demonstrating to graduate students, especially doctoral students, the potential professional benefits of participating in an exchange program while incurring substantial debts. The ideal of a liberal education and exposure to international communities is sufficient to interest

many undergraduate students in spending time abroad. Individuals pursuing a professional degree, however, typically are already taking time off from their careers to pursue a graduate degree and need to see a professional benefit commensurate with the time taken off from their local programs. Taking additional time from professional employment is difficult enough, but adult students must also arrange for time away from family and other responsibilities. We have attempted to engage students in this conversation, discussing the potential benefits of understanding the higher education systems in other countries and how this might benefit them in a world which increasingly demands comparative analyses. But this process is slow and few American students anticipate pursuing a comparative research project for their dissertation when they entire a doctoral program in the U.S.

All prospective students who chose to study abroad completed several items as part of the application process: a current resume, a letter of nomination from their current graduate faculty adviser, an essay which describes why they wish to study at a particular institution and what outcomes they hope to achieve, and a copy of their research proposal. This information helps us identify the appropriate faculty mentor with expertise in the student's research area at the host university. Students from outside Penn State or the University of North Carolina sent us copies of the transcripts of all academic work completed. These students applied to Penn State as provisional students so they could enroll for Penn State credits and receive official transcripts of their completed work.

Students who did participate spoke highly of the exchange, citing such things as increased research skills, a broader world view, better insight into what other nations face in higher education and an increased awareness of the difficulty in collaboration with other cultures and languages. Other positive outcomes included the development of good working relations with new colleagues, increased self-esteem, and more empathy for fellow foreign students. The personal sacrifices and financial challenges were worth the experience for the student participants.

The exchanges allowed them to conduct thesis research in some cases, and to clarify interests and strengthen abilities in others.

Faculty and Staff Exchanges

Dr. James Fairweather was a visiting scholar at the University of Twente and CHEPS during Spring 1994 semester. He met with prospective graduate exchange students there and advised them about the academic programs in the United States. Upon return to Penn State University, Dr. Fairweather held a program information/recruitment session for students in Higher Education at Penn State. In addition, the University of Twente supported Dr. Frans van Vught to be a visiting researcher for three months beginning in April at Penn State University in the Center for the Study of Higher Education. Dr. van Vught met with the prospective United States graduate student applicants and made a presentation to the faculty and staff of Penn State's Program in Higher Education in Spring 1994. His visit was supported by financial resources allocated from each partner's institution created to sustain a regular exchange of faculty between our institutions for the purposes of teaching or conducting research. Dr. Jones visited with the public administration leaders and faculty at the University of Twente in January.

Dissemination

We placed articles about the FIPSE/EU project into the ASHE, AERA PEN, and EAIR newsletters. During the ASHE conference in November, 1994, we held a special presentation to include the international comparative aspects of higher education for this policy seminar. The presentation also served as an orientation activity and included students and faculty in the FIPSE/EU graduate student exchange program.

Evaluation

An official transcript indicating coursework completed has been generated for all students participating in this program. All students received a letter from their home advisor stating how particular courses or research units counted within their existing academic programs. The host faculty mentor verifies that students registered for the appropriate courses or research. Students who desire an internship or practicum experience complete an outline of their plans. Each host faculty member provides the home adviser with a grade at the end of the semester for the completion of student work. The home institution then translates the grade into their own system.

F. Summary and Conclusions

Challenges Faced During Year Two

One of the major challenges we continued to face as a group are the two different purposes associated with the FIPSE and European Union (EU) grants. FIPSE and thus our project's main purpose was to develop agreements between the four partner institutions so that United States graduate students have the opportunity to study abroad, providing students with an opportunity to live in another culture while they further develop their academic and leadership skills. However, the main emphasis of the EU grant is on distance education. The University of Twente and Open University have developed an implementation plan and feasibility study for one academic module. We plan to collaborate together upon this initiative although the nature.

Another challenge continued to be the availability of funds for graduate students to study abroad. While the mobility funds do provide some support, we have lost some very good student applicants in Year Two because they do not have the financial resources to study abroad. They tend to be full-time students with yearly support on a graduate assistantship which is approximately $15,000 including tuition. This problem was a major agenda item for our Summer 1994 meeting with the program partners.

A further concern about student advisement was addressed in Year Two by the addition of a faculty research mentor in addition to a Program Advisor for each University of Twente student at Penn State.

Project Activities for Year Two

During Year Two, we continued to collaborate with our partners in the development of a distance education module that is required by the EU. Dr. James Ratcliff proposed an overarching framework for this program within which the appropriate academic modules can be determined and designed. The research through the National Center on Postsecondary Teaching, Learning, and Assessment housed at Penn State provided insights into the relevant content so that the modules reflect both current theory and practice. The European and American focus are linked together into courses pertaining to higher education. Parts of the existing advanced training course offered through CHER has also been helpful. Our goal has been to begin to create an international curriculum that may lead to a master's degree in higher education and then a doctoral program. Distance education can play a key role in delivering this curriculum to a larger array of students. Both the Open University and Penn State have substantial experience in distance education. Our strengths with existing research continued to inform our endeavors in Year Two.

Project Activities for Year Three

Year three yielded an additional three student participants and increased interest in the program. One student plans to distribute her research to the individuals she interviewed on her visit. This will enable the institutions she studied to see what other institutions are doing in terms of curricular change. Another students plans to submit her paper for a conference presentation. The third student will use her research as part of her doctoral dissertation. This illustrates how

outcomes of the project are diverse and suited to the needs of the student, the various institutions and other researchers in international higher education, as well.